

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Kings Canyon Joint Unified School District

CDS code:

10 62265 0000000

Link to the LCAP:

(optional)

Draft LCAP is Available at
<https://www.kcusd.com/about/lcap>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Federal funds are utilized to supplement and enhance the educational program in Kings Canyon Unified School District for the purpose of providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Kings Canyon Unified School District (KCUSD) has consistently utilized federal funds to supplement and enhance programs and professional development that align to District LCAP goals:

- 1) All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
- 2) All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts, Math, Science and Social Science - through the implementation of state standards.
- 3) All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining students meeting standards in ELA and Math.
- 4) All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.
- 5) All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.
- 6) All students will have the opportunity to increase academic achievement through the engagement of parents and families.

In order to support these goals, KCUSD has sought out input from critical stakeholders on an annual basis and conducted a thorough needs assessment to determine areas of need and provides necessary resources to increase student performance on annual measurable outcomes. Federal funds are then used to supplement programs and professional development through the use of Title I, Title II, Title III and Title IV.

TITLE I

The majority of Title I funds are allocated to sites and programmed by School Site Councils in conjunction with site leadership based on a comprehensive needs assessment conducted annually. A district wide focus for the use of Title I funds has been establishing a strong intervention program for underperforming students. As a result of this continued focus, Kings Canyon Unified School District continued to make growth in academic indicators with the overall District “distance from met” improving by 5.8 points in ELA and 8.2 in Math according to the most recent CA Dashboard data (2019 Dashboard). In addition to supplemental intervention, each site uses site Title I allocations to supplement their parent engagement and education as well as their staff professional development. KCUSD centralizes Title I funds for district wide initiatives that supplement support for LCAP goals. KCUSD provides opportunities for students to attend extended year intervention programs during both summer and winter breaks, Districtwide staff professional development with an emphasis on writing, science and math, supporting school climate and parent education.

TITLE II

KCUSD utilizes Title II funds to supplement district wide professional development for teachers and administrators for the purpose of increasing student achievement across the district. Professional development has consistently focused on foundational skills, designated and integrated English Language Development, lesson design, writing across the curriculum and leadership development. This consistent approach has led to sustained academic growth over time.

TITLE III

KCUSD has continued to make gains in academic indicators and in growth for English Learners. Utilizing Title III funding in support of English Learners has allowed the students to accelerate their language development, making progress towards achieving reclassification and ongoing growth on ELPAC assessments.

TITLE IV

KCUSD has utilized Title IV funds to support well rounded education, especially for the creation of a dual immersion program at Alta Elementary School, support improved use of technology across the district (especially due to needs presented through the COVID pandemic) and supporting initiatives to continue to nurture safe and healthy schools through district wide initiatives.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As described in the strategy above, federal funds will be utilized to supplement state and locally funded programs in alignment with our district LCAP goals. These goals are:

- 1) All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
- 2) All students will demonstrate an increase in academic achievement in all core subject areas English Language Arts, Math, Science and Social Science - through the implementation of state standards.
- 3) All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining students meeting standards in ELA and Math.
- 4) All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.
- 5) All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.
- 6) All students will have the opportunity to increase academic achievement through the engagement of parents and families.

This year, sites have modeled their School Plans for Student Achievement after District LCAP goals in support of this alignment. Each of Kings Canyon Unified School District's schools operate schoolwide Title I programs, and utilize funding to supplement baseline allocations in support of all District goals. Through the development of the School Plan for Student Achievement, sites collaborated with their school site councils and stakeholder groups to develop a plan that supports students and their parents reach the goals outlined in the District Local Control Accountability Plan.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD operates 22 school campuses in configurations that include TK-5, TK-8, middle school, high school and adult school. Our student population is 27.2 English Learner, 87.3% are classified as Low Income, and 0.3% as Foster Youth. The unduplicated count is 85.5%. Our student population is 88.6% Hispanic, 8.7% White, .6% Asian, 0.2% African American, 0.3% Native American, 0.4% Filipino, and 1% two or more races. In order to ensure that students are taught by the most effective teachers, KCUSD undergoes annual review of demographic data, student performance and staffing. The purpose of this analysis is to identify and address any potential disparities or gaps. Under the direction of the departments of Human Resources and Educational Programs, KCUSD conducts an annual review of demographic data, student performance and staffing at each site in the district for the purpose of identifying the three categories of teachers outlined by the California Department of Education (ineffective teacher, out-of-field teacher, inexperienced teacher) to be able to support each site and address any disparities. In 2020-21, the results of this analysis are as follows:

KCUSD twelve "ineffective teachers" as defined by "a teacher who is: (a) misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or services position in which the employee is not otherwise authorized by statute to serve), or (b) teaching without a credential." At the end of the 2020-2021 school year, KCUSD had four teachers classified as "out-of-field teachers" as defined by "A teacher who has not yet demonstrates subject matter competence in the subject area(s) or for the student population to which he or she is assigned." Teachers meeting the "ineffective" or "out-of-field" criteria will be completing the requirements to be fully credentialed in their area or have been reassigned to meet teaching credential requirements.

KCUSD always seeks to recruit, hire and retain fully credentialed teachers for all classrooms. In Central California there is a shortage of fully credentialed teachers in a variety of subject areas and being a rural district, KCUSD is presented with additional challenges in hiring veteran and fully credentialed teachers. When KCUSD is unable to fill a vacancy with a fully credentialed teacher, KCUSD's practice is to seek out teachers enrolled in a university internship program, followed by teachers with a Provisional Intern Permit.

In order to recruit and hire the most qualified teachers available, KCUSD is in communication with local university and teacher credentialing programs. KCUSD participates in job fairs held by California State University, Fresno Teacher Fair and conducts a KCUSD specific teacher fair as part of its aggressive recruitment process. KCUSD has longstanding relationships with the Fresno County Superintendent of Schools office and the Tulare County IMPACT Program and the Valley Regional Occupational Program who support in recruitment of potential teachers and support in helping candidates obtain required credentials. In addition, KCUSD lists vacancies on Ed Join, which has a nationwide reach.

Supports for “Inexperienced” Teachers

At the end of the 2020-2021 school year, there were forty five teachers in KCUSD with less than two year's teaching experience. KCUSD provides differentiated supports for each of these teachers classified as “inexperienced.”

Preliminary Credential Teachers – New, fully credentialed teachers are enrolled in the California Teacher Induction Program (CTIP) and assigned a CTIP provider who supports and mentors the teacher until they complete their “clear” credential.

Intern and Provisional Intern Permit Teachers –

Through partnerships with FCSS and Tulare County IMPACT Program, teachers receive support as they work to complete their credential requirements and receive professional development towards becoming effective teachers as they complete their teacher programs.

KCUSD actively engages parents, teachers and classified staff on input on how we can improve in all LCAP goals. Multiple opportunities are provided to allow for engagement for our district improvement plans with representation from the following groups:

- Students
- Parents
- Certificated staff
- Classified staff
- Kings Canyon Teachers Association
- Classified School Employees Association
- District Advisory Committee
- District English Learner Advisory Committee
- Community members

LCAP Workshops were virtually on February 11, 2021 and February 16, 2021. At these workshops, an overview of the LCFF model and the LCAP were represented. Data from each metric was shared and participants were encouraged to ask questions and provide input on the goals and action steps. All district departments were represented and presented to stakeholders and input was documented and prioritized through the development of the LCAP.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through regular communication with parents, sites, departments and District leadership communicate with all parents, including students that are English Learners. This communication includes required letters mailed home, notification of assessments and communication of District guidelines and requirements. Parents are also invited to participate in a variety of parent engagement opportunities and contribute ways to support improving outcomes for students. This engagement continues during the development phase of the District LCAP and at sites with the School Site Council and development of School Plans for Student Achievement.

At Mountain View School, who was identified as CSI, site leadership consulted with parents through the process of developing the School Plan for Student Achievement to develop a strategic improvement plan. Parents, along with teachers, administrators and central office staff will review indicators that led to the CSI identification and provide input as to how to support student achievement as measured on those indicators. Plans for improvement based on the CSI criteria and funding will be approved by the School Site Council in collaboration with parents, teachers and administrators. Kings Canyon Unified School District's Parent Involvement Policy (Board Policy 6020) requires that parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. In order to communicate these expectations, parents receive a Kings Canyon Unified School District Parent Handbook which included Parent Involvement Policy information on an annual basis. This handbook is distributed to every student at every school and sent home the first week of school. Additionally, this parent handbook is posted on the District website. Each individual site Parent Involvement Policy is also distributed to families the first week of school. Subsequently, any student that enrolls after the first week of school throughout the year, receive the policy along with his/her enrollment information.

Additionally, the school involvement policy outlines how parents can be a part of the development of the schoolwide program (every school in Kings Canyon Unified operates a schoolwide program) through involvement in Title I meetings, School Site Council, ELAC, District Advisory Committee and District English Learner Advisory Committee. Through this structure, parents have multiple opportunities to be informed of the rigors of the state standards and connected with the resources KCUSD uses to deliver those standards in the way of a guaranteed and viable curriculum and made aware of support opportunities provided by the school and District. Materials are provided in multiple language to the extent practicable, so parents can understand.

Parents play a major role in the decision making process in KCUSD. Through the development of the District LCAP, parents are consulted throughout the year. Parents are active members of both the District Advisory Council, District English Learner Advisory Council and site School Site Councils. Additionally, parents are invited to participate in the District Fair, multiple LCAP workshops and showcase events and participate in annual parent surveys and LCAP feedback surveys. In addition to these groups, KCUSD has created multiple opportunities for parents of students with disabilities to provide input into how to improve outcomes for students through Community Advisory Meetings held twice a year. In 2021-2022 KCUSD will host additional "coffee hour" type engagements for parents of special needs students to gather input from parents, provide important information and provide parent education opportunities.

For 2021-2022, Kings Canyon Unified School District plans on expanding its parent outreach through a variety of new actions. KCUSD plans to hire a Parent Education and Engagement Coordinator and additional staff to support parent outreach. Through this new program, KCUSD will establish parent education and engagement workshops and provide support to already existing Parent Academy programs for the purpose of providing education and resources to parents around how to navigate through the education system, understand the curriculum across grade levels and how they can support their children from kindergarten through the 12th grade so that they may have the most options upon graduation from high school. Additionally, KCUSD will expand its communications team to include a production specialist who will be support in the way parents receive communication by expanding from written documents to videos, infographics and additional digital content.

Through this parent outreach, parents will be provided with opportunities to engage in educational opportunities around how to best support their children by guiding them through District resources and provide them with materials to support their children at home. This outreach will be available through planned Parent Resource centers, multiple workshops across the District and through Parent Academy.

The Parent Education and Engagement Coordinator will work closely with site leaders, teachers and District administration to support outreach to parents. Parent Resource Center staff will work closely with sites in developing relationships with parents to encourage participation and demonstrate that the contribution of parents is an essential component of our educational system.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School Wide Programs:

Each school in Kings Canyon Unified School District operates as a “schoolwide” program. Funding allocated to sites is provided for the purpose of supplementing the instructional program in the areas of supplemental instructional materials and supplies, professional development for teachers and staff, improving school climate and culture and increasing parent engagement. Sites are responsible for strategically allocating their site Title I allocations based on the results of their comprehensive needs assessment aligned to the six District LCAP goals.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD utilizes its reservation funds to provide the following services when needed for Homeless students:

- Academic programs and education support services
- Basic and emergency school supplies such as PE uniforms, backpacks, etc.
- Intervention programs to support academic achievement
- Socio-emotional counseling services
- Mentoring

In addition, KCUSD has created several positions in recent years to support the academic and socio-emotional growth of homeless and foster youth students. A school social-worker is assigned to support Homeless students as needed. A School Connections counselor is also connected with working with Foster and Homeless youth at the high school level to provide academic and socio-emotional support.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through KCUSD Pre-School, early childhood programs have allowed students to have smoother transitions into kindergarten. KCUSD operates nine pre-school programs whose purpose is to prepare students for school. With support from the pre-school staff, parents and families are guided through the registration process and taught how to navigate the school district. In addition, the pre-school staff will help parents with a family needs and referral process to support parents with any needed resources in support of their child. KCUSD also conducts DRDP (Desired Results Developmental Profile) twice a year and provide parents with information on how they can communicate with kindergarten teachers on how they can support their child.

A. KCUSD implements a robust transition program for students entering high school from the middle school. The program begins while students are in middle school through outreach in preparation for high school. This includes an introduction to the "Transition" team and provides information as to how the team will be able to support middle school students in high school. 9th grade high school counselors meet with all 8th grade students and provide an overview of the High School Catalog, A-G requirements, credits and expose students to college and career pathways. This is followed by a series of student and family engagement activities which begin with a college EXPO, where college information is presented to all incoming freshmen. Parents are invited to a Parent Night, where they receive the same information that students receive. Prior to the start of the school year, these students take part in a "bridge" type program called Pirate Days and Titan Days before they become 9th graders. This process takes place throughout the year, giving students an entire year to begin their transition to high school.

B. The KCUSD Transition Team also supports students as they leave KCUSD schools. All seniors receive introductory presentations to introduce seniors to the services and supports they have access to as their senior year begins. This is done strategically through Government/Economics courses. They receive information on FAFSA, college enrollment and requirements. Throughout the year, they will receive workshop presentations on financial literacy, employment exploration and opportunities, take part in career day and many other informational presentations. In addition, students have access to support for FAFSA application completion, access to college and career counselors and participate in a variety of trips and college visits.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The KCUSD Gifted and Talented Program will focus on three domains; general intellectual, specific academic and creative arts. The specific academic areas of focus are Mathematics, Science, Language Arts, Social Studies, Computer and Visual and Performing Arts. Students in KCUSD GATE program are offered the following services:

The GATE program is available for students in grades 4 to 8. Identified students are provided with options for after school programs, honors classes, and or summer school.

Differentiated instruction in the regular classroom provides opportunities for GATE students to excel during the regular school day. The gifted curriculum will offer enriched and accelerated learning opportunities for the gifted learner. The curriculum will be differentiated in terms of content, process, and products. Students will be involved in inquiry-based lessons, group problem-solving settings, independent investigations, group discussions, and individual/group performances

Kings Canyon Unified provides supplemental support through Title I funds for the purpose of developing effective school libraries across all sites. KCUSD continuously invests in a weeding program to eliminate books that are no longer being utilized by students and provide new books to increase circulation. In addition to the weeding project, KCUSD libraries have been integral in supporting computer literacy through managing the computer check out program and partnering with Puente a Tecnologia to support the digital skills of the students of KCUSD.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD works collaboratively with Fresno County Superintendent of Schools Teacher Induction. The FCSS Teacher Induction program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. FCSS Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s).

KCUSD provides additional Intern Support for teachers who have not yet completed their credentials.

As teachers progress through their careers, they will be exposed to career long professional learning opportunities, beginning immediately with the New Teacher Institute, which is available to all new teachers and teachers new to KCUSD. As an ongoing process, KCUSD teachers and administrators are provided three specialized and differentiated “Buy Back” professional development opportunities throughout the year. KCUSD has developed a robust course catalog for teachers to receive targeted professional development, often times through teacher choice selections. Teachers receive professional development in foundational skills, supporting students with special needs, intervention and best first instruction. A great percentage of professional development for teachers takes place “on the job.” By KCUSD Collective Bargaining agreement, every Wednesday is set aside for Professional Learning Communities collaboration and professional development. Instructional coaches also provide additional individualized coaching for teachers. Professional Development opportunities are also made available beyond the school day based on district wide initiatives, lesson studies.

KCUSD has contracted with consultants such as English Learner Group, West Ed., Kinsella and Associates and Tulare County of Ed. to provide professional development in support of both instruction and leadership development.

While KCUSD believes in collaborative, professional learning communities, KCUSD also supports the individual pursuit of learning by individuals and supports this through career salary schedule incentives, which help recruit and retain high quality teachers.

Administrators also receive high quality support throughout their careers. Principals and other school leaders receive professional development through a variety of delivery methods.

Leaders are expected to participate in Leadership Summit, Leadership Academy, Learning Directors Meeting, Site Test Coordinator training, Principal Meetings and other participate with teachers during professional learning activities. KCUSD has contracted with consultants such as English Learner Group, West Ed., Kinsella and Associates and Tulare County of Ed. for instructional and leadership professional development.

For new administrators, KCUSD has worked with the Fresno County Superintendent of Schools' Clear Administrative Services Credential Program (CASC). CASC is a two-year program designed to provide candidates with real world experiences and learning through face-to-face coaching and professional development opportunities. This program helps ensure that administrators are exposed to research based content knowledge, leadership skills and strategies to support teachers, staff and community members in their leadership careers.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD will ensure that sites that are targeted for comprehensive support will be provided research based professional development. Sites will participate in targeted, customized professional

development built around their specific needs based on the California Accountability Dashboard along with local benchmarks. Sites will participate in differentiated professional development around the following: academic language development, classroom culture, which will include effective classroom discipline student engagement and motivation strategies, and supporting special education students in general education classrooms. The training the sites receive will be supported with onsite, ongoing coaching throughout the year. CSI Schools will participate in research based professional development to promote effective supports for student learning. Combined with local funding and ESSA CSI funding, CSI school will receive additional on-site supports such as academic language development, intervention support, increased support for school climate and safety.

KCUSD Centralizes Title II funds for the purpose of providing professional development to focus on district wide initiatives to ensure equity of professional development in support of student groups at all sites.

For the purpose of determining how we can improve outcomes for high needs schools, parents are invited to participate in a variety of parent engagement opportunities and contribute ways to support improving outcomes for students. This engagement continues during the development phase of the District LCAP and at sites with the School Site Council and development of School Plans for Student Achievement. In addition, KCUSD includes this feedback process in all mandated advisory council groups.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD's primary sources for program evaluation is the California Accountability Framework (CA Dashboard, Performance Indicator Review, State Assessments, Local Assessments, Local Indicators and community/stakeholder surveys). Utilizing the data collected through these sources, KCUSD has created a culture where data is reviewed throughout the year to guide fiscal and instructional decisions that affect outcomes for students groups. This data is also utilized to adjust and provide targeted professional development at the appropriate time for maximum impact on student success. The analysis of this data results in concentrated, student centered continuous learning cycles, where shared responsibility is the key, from the board room to the classroom.

Through this ongoing review of data, KCUSD has managed to sustain consistent growth on most indicators over an extended period of time, while bringing to the forefront areas that require continued support and investments of time, fiscal and human resources.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kings Canyon Unified School District will provide professional development that is research based and rooted in data around the effective instructional practices for English Learners. Professional development will center on both designated and integrated English Language Development lesson design. Effective pedagogical practices and routines will be focused during these trainings which take place at the beginning of the school year before the students arrive. After being trained, district staff will be supported with ongoing classroom and site support to ensure effective implementation. Professional development will also occur on early release Wednesdays and Saturday Academies where research based pedagogical strategies are the focus along with on-site coaching to build teaching capacity.

Additionally, KCUSD consults with the writers of ELD curricula to guide both teachers and administrators on how to provide effective instruction and implementation of the program. This an ongoing process targeted at long term, consistent growth for the EL students in KCUSD. Over time, KCUSD has continued to see academic gains and growth in reclassification.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students have the opportunity to participate in extended school day to build content knowledge along with filling any academic gaps. Students also have the opportunity to participate in Saturday Academies where they interact with various content areas along with a portion of instruction devoted to enrichment activities.

Parent engagement is a critical component of KCUSD's plan to improve outcomes for English Learners and immigrant children. Because of this, KCUSD reaches out to parents on a routine basis and engages parents in the decision making process for how parents and the school system can partner to support students. Through District DELAC and LCAP workshops, parents play a major role in determining how we move forward. In order to support immigrant parents and students, KCUSD will contract with interpreting services to ensure that communication is not an obstacle due to language barriers. Because Spanish is the most common language spoken by English Learners and immigrant families, the District has increased staffing to support a District Spanish language interpreter.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCUSD will ensure all English Learners are receiving designated English Language Development that is focused on language acquisition. KCUSD will ensure instruction is equitable across the district and differentiated based on student data from both the state English Language Proficiency Assessments and local measures. Additionally, KCUSD will ensure all English Learners are receiving integrated English Language Development instruction that scaffolds the rigorous state standards in all content areas through research based pedagogy and routines. KCUSD will monitor progress through both state and local assessments.

In KCUSD, Integrated English Language Development is a priority in all content areas. This allows for greater accessibility to the content. Additionally, Designated ELD is provided for students to increase and accelerate language proficiency. Additionally, KCUSD utilizes supplemental funding to provide opportunities for students to attend or participate in Saturday Academy, Extended School Day, Puente Program, Language Acquisition take home software, parent engagement and support.

Parent engagement is a critical component of KCUSD's plan to improve outcomes for English Learners. Because of this, KCUSD reaches out to parents on a routine basis and engages parents in the decision making process for how parents and the school system can partner to support students. Through District DELAC and LCAP workshops, parents play a major role in determining how we move forward.

KCUSD monitors the effectiveness of these programs and activities through a variety of metrics. Reclassification, ELPI Metrics, Student Achievement on SBA for EL's and results from annual ELPAC assessments are used throughout the year in addition to local metrics such as LAS Links (Language Development Assessment), Basic Phonics Skills Test (BPST-Foundational skills assessment) and iReady. KCUSD is currently reviewing results with those of the State and surrounding districts when data is available. With the ELPI indicator being suspended due to the COVID pandemic, KCUSD will utilize other metrics to determine success until the formal indicator is established. KCUSD will utilize the results from iReady and LAS Links to progress monitor to measure language proficiency and identify and gaps in learning. School sites then utilize those results to adjust the delivery of instruction and provide targeted interventions as needed.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through the isolation of English Learner achievement data, KCUSD strategically monitors the progress of English Learners in standards based state assessments. Through this analysis, gaps are identified and addressed routinely throughout the school year and a part of the overall District plan.

School Plans for Student Achievement are required to include goals and action plans targeted around English Learners (can be found in all SPSA Goal #3) and expected to include all student groups in their annual Instructional Action Plan aligned to District LCAP goals. Additionally, a District wide extended day and Saturday academic programs will be provided to address learning loss and unfinished learning. English Learners will be supported in the areas of literacy and math in support of academic achievement.

Sites have access to individualized English Learner specific reports to analyze and monitor the success of their English Learners. In 2021-2022, KCUSD will begin the use of additional analytic tools to help with looking deeper into English Learner progress and inform the system as to where supports can be expanded. When a site needs support, EL Instructional Coach is deployed to assist and provide guidance to site leaders and teachers. Additionally, sites are strategically assigned instructional coaches to support staff.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A. A minimum of 20% of the will be used to support well-rounded educational activities. KCUSD has strong partnerships with institutions of higher education. For example, in collaboration with Reedley College, KCUSD has built a "Middle College High School" on the campus of Reedley College. This spring, students earned their associates degrees and high school diplomas within weeks of each other. Additionally, KCUSD has built strong relationships with universities through various programs (AVID, Transition Team) to take student on tours of universities and promote an A-G, college going culture.

B. KCUSD continues to support NGSS implementation through grants and state funding and has expanded its Career Technical Education offerings in recent years. Currently, KCUSD offers over sixty sections of CTE courses at Orange Cove High School and Reedley High School. KCUSD offers advanced placement courses and has supported access to the PSAT for more students.

C. KCUSD will use a minimum of 20% of funds will be utilized to support activities to support safe and healthy students. KCUSD is a strong practitioner of restorative justice and restorative practices. In 2018-2019, KCUSD will see a significant decline in suspension. Additionally, KCUSD has grown its anti-bullying campaign and has established a strong understanding of safety through district wide trainings including active shooter drills and through climate and culture building through PBIS implementation, where KCUSD routinely receives Gold, Silver and Bronze (and Platinum) awards from Fresno County Superintendent of Schools' office.

D. KCUSD will use a portion use of the funds to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students. It is important to note that for school year 2020-2021, KCUSD spent more than 15 percent of funding in this section on purchasing devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. KCUSD has grown its use of technology as an instructional aide. All students have access to their curriculum online, teachers are able to utilize technology to support instruction on a daily basis and have access to curriculum tools on line every day. Students have access to technology at home as well as they are able to check out computers if they do not have one at home and parents of English Learners can support their children at home through the Puente a Tecnologia program, a take home "bridge" for parents and students to utilize technology at home.

E. The program objectives of these programs is to increase outcomes for all students, especially those who are under performing based on the results of a needs assessment. Working collaboratively with all stakeholders, this is reviewed annually through the development of the KCUSD LCAP.